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A study of the Philippines : an educational project.

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A STUDY OF THE PHILIPPINES:
AN EDUCATIONAL PROJECT

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A STUDY OF THE PHILIPPINES:
AN EDUCATIONAL PROJECT

By

Charlotte Frume Yoffa

A thesis presented in partial fulfillment
of the requirements for the
Master of Science degree
Massachusetts State College
1946

PREFATORY NOTE

Through eight months service in the Philippine Islands the author gained some knowledge and a great interest in the people and in the splendid work done there by the United States.

This thesis was undertaken as a means of increasing that knowledge, and in order to furnish the author, as a teacher, with materials for giving a similar interest in the Filipinos to the children in her classes.

I'm deeply indebted to Dr. Charles F. Fraker for his generous encouragement and ready assistance in preparing this thesis on the Philippines.

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CHAPTER I

INTRODUCTION

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INTRODUCTION

When the Philippine Islands were attacked on December 8, 1941, an event took place that had no equal in history. A subject people came spontaneously to the aid of a great nation to maintain the rule that had been in force for forty years. The Filipinos fought and died beside American G.I.'s, Marines, and Sailors.

Our air force in the Philippines was badly crippled five hours after war started. The Filipino air force was the first unit of the Philippine Army to be used with the United States forces. Clark Field, and Nichols Field, near Manila, suffered from the Japanese bombers. As long as there were a few bombers left, General MacArthur, with Filipino help, was able to keep the Japs from the islands. When these were gone there was no choice but that of fighting a delaying action.

At Vigan an attempted landing was stopped. The Japanese made a landing at Aparri and attempted to reach Manila from the North but were stopped by the Mountain Tribes. All the while the Filipinos and Americans fought side by side in a brilliant battle that piled Japanese casualties high.

By the end of December General MacArthur joined the Lowlanders (Christians) and Mountain Tribes and swung them into Bataan Peninsula for a last stand. It was on Bataan that Filipino soldiers showed the result of United States policy toward the Philippines. In this greatest trial of all Filipinos and Americans proved their friendship.

Underground movements, working through organizations like the F.F.F. ("Fighters for Freedom"), continued actively to resist the

Japanese in many parts of the Islands. Filipino and American guerrillas often attacked the Japanese in surprise raids.

Only two people with a common bond could accomplish what the Americans and Filipinos did. A nation organized as we are, with high ideals, had instilled into another people the same principles of freedom, democracy and good will.

After the fall of Leyte, when the command was handed over to the natives, Osmena who addressed his people over the air, spoke in English, the only language which could be understood from Mindanao and Palawan to the Northern tip of the Batanes.

Ours has been a long and continuous effort to educate and bind together the many tribes of the Philippines into an independent nation: a unique experiment, and the greatest educational project in the history of the world.

CHAPTER II

PHILIPPINES BEFORE 1898

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PHILIPPINES BEFORE 1898

The Philippine Islands were discovered by Magellan while he was making his trip around the globe. In the spring of 1521 he landed at Guam and later on the southern end of Leyte. Like many other explorers he met his death at the hands of the natives. Even though a Portuguese, Magellan sailed under the Spanish flag. There were many difficulties with the Portuguese, but the Spanish won the Islands, colonized them, and held them until 1898 when they were taken over by the Americans.

With a land area of 114,400 square miles, the Philippines lie between 116° 00' and 127° 00' east longitude and between 4° 23' and 21° 25' north latitude.¹ To the west and north is the China Sea; east, the Pacific Ocean; and south, the Celebes Sea and the coastal waters of Borneo.

There are more than 7,000 islands in the Archipelago, of which about 1,000 are inhabited. They stretch north and south for 1,100 miles, and east and west for more than 600 miles. The land area of the entire Archipelago is 115,600 square miles, slightly less than that of Pennsylvania, Maryland, Virginia, and West Virginia combined. Most of the islands are very close together and can be reached by small boats. The largest islands are Luzon in the north and Mindanao in the south. There are many smaller islands in between and along the coast. Some of the larger islands are Panay, Negros, Cebu, Leyte, Bohol, Palaway, Mindanao, Samar, Mindoro, and Masbate.

Like many of the other Pacific Islands, they are mountainous, and have many volcanoes. Mayon, in one of the southern Provinces of Luzon,

1 The Philippines - second edition - National Information Office of the Department of the Interior.

is an active volcano. It is 7,916 feet high and 120 miles in circumference at the extreme outer limit of its base. It rises from a plain, and there is nothing to conceal its perfect outline.

Taal is said to be the second lowest active volcano in the world. It rises from Bombon Lake, and is distant only 39 miles from Manila.

Earthquakes are frequent, but seldom destructive. The Archipelago lies well within the tropics, and the lowlands have a warm, and at times, a very damp climate, but the division of the land into so many small masses, fanned by cool sea breezes, prevents the heat from becoming great. The greatest heat and greatest humidity do not come at the same time. Because many of the larger islands are mountainous, the range of temperature varies, making the Philippines a healthful and invigorating place all year round.

We find tropical vegetation² in its absolute perfection in Mindoro, Palaway, Mindanao, and in the lowlands of the Luzon. In the mountains of northern Luzon we have the pine and the oak, while beside them grow strawberries, raspberries, jack-in-the-pulpit, and other flowers. Great areas are covered with bamboo. Practically the entire land area of the Philippines from the plains at sea-level to the highest mountain-tops was originally covered with forest growth. The inhabitants were not willing to fight constantly against the tropical brush, weeds and grasses which invaded their cultivated fields. They cleared the forest lands by burning.

The methods used for felling trees and converting them into lumber were primitive. The small Malay axe, the edge of which is hardly wider than that of a good-sized chisel, was in common use. Once felled,

2 Worcester, Dean C. The Philippines Past and Present. p. 562 ff

trees were cut into short lengths, as all logs had to be hauled by carabaos. These logs were cut into lumber by hand with ship-saws operated by two men each. There was not a modern sawmill in the entire Archipelago.

Logging was restricted to the most valuable species, and to areas so situated that the logs could be rolled into the water or hauled by carabao.

Animals and Insects -- Not many forms of mammals are represented in the Philippines.³ There are deer in most parts of the islands. Wild hogs are widespread throughout the Archipelago. A small buffalo called the timarau is found in the jungles of Mindora and is said to be dangerous. In northern Luzon the carabao also is found in its native state. Monkeys are common.

Though the Philippines are not at all rich in mammals, they are especially so in birds, and several hundred known species are peculiar to these islands. There are many species of pigeons and doves. Shore birds, such as snipe and turnstones, are common at certain seasons. Herons are widely known. Parrots, orioles, cuckoos, woodpeckers, swallows and many others are distributed all over the islands.

Reptiles are numerous. Among them are found the very poisonous rice snake, the size of a pencil, and the Rock Python reaching a length of 24 feet. Lizards of various species are to be found almost everywhere. The larger ones are used as food. Crocodiles are found in the rivers. Frogs are numerous there as everywhere else.

The fish that inhabit the waters of the Philippines are numerous and diverse. Shellfish of many kinds are common. In the Sulu Archipel-

3 Ibid. p. 647 ff

ago and elsewhere living coral is widespread, and large sections of some of the islands are composed of coral limestone.

Leeches are thick in low forested regions and constitute a danger to health.

Insects are numerous.⁴ Locusts, especially during drought, bring ruin to crops, suddenly appearing by millions and eating even dry bamboo. The return of damp weather, however, brings them under control, for they are killed by a fungus that attacks them from within. Termites are very destructive to lumber and houses. Bees are common, and wild beeswax and honey are collected in considerable quantities. Mosquitoes, especially in the lower and moister portions of the Archipelago, are ever present and most troublesome.

Agriculture -- Agriculture⁵ was the main source of wealth. In the lowlands can be found conditions of soil and climate favorable to the growing of important tropical products. Due to the position of the islands, almost all conditions of rainfall and humidity can be found. Rice is the bread of the people but is grown and prepared in a very primitive way. The paddy, really a shallow pool of mud and water, is ploughed, or stirred into an oozy mass with a crooked stick drawn by the carabao. The ground can't be worked in this way until the rainy season, and young plants have to be set in the ground shortly afterward.

The amount of work done for cultivation is very small. Rice is usually planted in seed beds and transplanted by hand, the object of this method being to give it a start over the weeds which would otherwise swamp it. It is common to see a crowd of men, women, and children setting it to

4 Ibid. p. 567 ff

5 Ibid. p. 631 ff

the music of a small string band, with which they keep time. When harvest time comes the crop is usually gathered by cutting off the heads one at a time. Threshing is done in several ways. One method is driving horses or carabaos over the straw until the grain has been loosened. Another method is stripping the grain off by drawing the heads between the teeth of an instrument somewhat resembling an inverted iron rake then pounding off the chaff in a mortar made of a hollowed piece of log. The palay is winnowed in the wind.

Abaca, a kind of banana plant, commonly called Manila hemp, was the most important export for many years. It requires well-drained, moist soil, usually found on mountain-sides. The forest is felled, the timber is burned on the ground, and the young plants are set before weeds have time to appear. The fibre is obtained from the leaf petioles which make up the stem. Maquey fibre is much like hemp but comes from the century plant.

Copra, the dried meat of the coconut, is an important export of the islands. The coco palm thrives on sandy beach soil, where little else can be produced. It also does well in open inland plains.

A little cotton was grown before 1898, but most of this fiber used in the islands was imported from other countries.

There were no irrigated fields of sugar cane in the islands. The most modern of the estates were equipped with a three-roll mill, and the syrup was boiled down in large open kettles.

Inhabitants -- The pagan groups, Ifugaos, Bontoc Igorots, and Tingui-anes, Kalingas, and some minor tribes in Luzon, and Bagabos in Mindanao, together with the curious pigmies called Negritos, and the Moros, make

up the non-Christian element in the Philippines. The Moros are found in the Sulu Archipelago, in western Mindanao, and in Palawan while in the interior of Mindanao, Luzon, and other islands, are numbers of pagan tribesmen. The most advanced of these are the Ifugaos and the Bagabos.

The Ifugao -- The Ifugaos occupy the Podes range and nearby slopes of the Cordillera.⁶ They have muscular, well proportioned bodies, which scanty dress exhibits in full degree. Women have tattooing on the arms, while the men have elaborate patterns on chest, back, and neck. The man's haircut is described by Worcester as "exactly what would result were a rather wide and shallow bowl pressed down on the top of the head and the hair clipped up to its edge." In other words it is banged in front and back and trimmed at the sides. In contrast the woman allows her hair to grow long, draws it tightly to the back of the head, and makes it into a knot.

The clout or loincloth is worn by men and a short wrap-around skirt by the woman. When away from home the man carries a spear and a broad blade knife, which hangs at his side. When equipped for battle he carries a shield, which is little more than a narrow board fitted with a hand grip, and a bundle of sharpened bamboo or palm spikes, which he plants in the trail to delay pursuers. The head-ax is lacking here.

These natives have erected high stone walls, filling in behind them to form steps or terraces. Back of these others have been raised and terraces formed. Far upstream the rivers are dammed and by an ingenious system of flumes and ditches, water is carried onto the fields. This construction has been accomplished with only the crudest of tools. Ifugao terracing can be classed as the most gigantic piece of engineer-

6 Cole, Cooper-Fay The Peoples of Malaysia, p. 130 ff

ing in the world. Building the terraces and maintaining the dams and ditches require the united efforts of all the families of each unit. The work is cooperative during planting and harvesting.

In Ifugao land we find a situation that is worldwide. People who are like us are at least reasonably good; those who live at a distance, who speak other languages, who have other customs and beliefs, are subject to suspicion. If they are radically different they are fair subjects for exploitation or war.

Prestige is attained by the possession of wealth and by having a strong kin group solidly behind one.

Wood-carving is one of the activities of the group. They also make baskets, pots and traps, weave cotton garments, as well as hunt, trap, and fish. In their agriculture, they grow many camotes and other yams but the most important farm product is wet-land rice.

The absence of trails through the dense woods made the work of animals of little importance under the old ways of life.

The rule of "a life for a life" has long been observed by the Ifugao. Feuds continue and new ones are easily started. If a kinsman has been killed by an enemy, a debt of blood is incurred that can be paid only by taking the head of the offender or one of his kinsmen.

Although the sun comes close to playing the role of God, the Ifugao does not recognize any supreme deity. Everyone and everything has "soul stuff" that can be added to by the use of magic, by ceremonies, by offerings, and successful head-hunts. Soul-catching is made possible through the recital of the proper magic and the carrying out of certain acts.

After three hundred and seventy-seven years of Spanish rule, many pagan practices were still common. Of others there are still traces even though there are no records.

The Bagabo -- "The shores of Davao Gulf are fringed with mangrove swamps back of which are dense forests. Towering mountains rise in the distance, but overshadowing all is the volcanic peak of Mt. Apo, the highest mountain in the Philippines. Lower down is a dense jungle that finally reaches to a forest of bamboo. Here on the lower slopes live the Bagabo."⁷

The Bagabo differ in physical type from the other tribes. "Both men and women pierce the lobes of the ears and stretch them until they will admit large wooden or ivory ear plugs made like enormous collar buttons. They file or chip the upper incisors and blacken the lower teeth, but tattooing, scarifying, or other forms of body decorating or mutilation are not practiced. The Bagabo are the most handsomely dressed wild tribe in the Philippines. The men confine their long hair in headkerchiefs, the edges of which are decorated with beads and tassels. A close-fitting undershirt is often worn, and above this an embroidered coat. The hemp cloth trousers scarcely reach to the knee, and the bottom of each leg is decorated with a beaded or embroidered band. Two belts are worn, one to hold up the trousers, the other to support the fighting or work knives that each man carries. In place of pockets each man has on his back a beaded hemp cloth bag bordered with tassels and bells. These bells as well as the knives and spears that the people possess are all the work of native artists, for the Bagabo not only is proficient in the casting of brass, but also understands the welding of iron and steel."

⁷ Ibid. p. 184 ff

The dress of the woman is artistic, too.⁸ Her blouse is close-fitting around the neck and reaches to the skirt, so that no part of the upper body is exposed. The jackets are embroidered over the shoulders and arms, and at the neck and waist. Often they have intricate designs in beads or in shell disks. The narrow tube-like skirt is held at the waist by a cloth or beaded belt. Many strands of beads encircle the neck, and often a broad beaded bag is worn over one shoulder. A carrying bag is suspended from one shoulder and serves as a pocket or hand-bag.

Slavery is a recognized institution and the need of slaves is one of the chief incentives for hostile raids.

The so-called "tie and dye" process is used by the Bagabo.

Man's work is varied. He is a hunter and a warrior, and forges metal implements, casts in brass, builds the houses, and cultivates the land.

Only dry-land rice is grown in this area so no terraced fields are seen. A section of the forest is chosen, and when a certain constellation of stars appears in the sky, the field is fired. The soil is broken by punching holes in the ground with an iron point attached to a pole. At the other end of this device a bamboo clapper is attached "to please the spirits and to make music for the workers". A slave boy or woman drops seed rice into the shallow holes, pushing the dirt over the seed with the foot. Offerings in the fields and other observances are made for the spirits who guard the grain and cause a bounteous yield. When the new crop is ready a small portion is prepared for the superior beings and the balance is then stored in a granary, as among Tinguians.

8 Ibid. p. 185 ff

Some of the people understand the use of simple herbs and roots in the treatment of the sick, but illness usually is ascribed to some hostile spirit. The number of natural spirits known to the Bagabo is very great.

More than any other Philippine group so far mentioned, the Bagabo have been subjected to the influence of the Moro or Mohammedanized peoples of western Mindanao and the Sulu Seas: a state of affairs that accounts for much of their advance in art and manufacture.

The Moro --- Moro history and Moro nationality owe their beginning in the Philippine Islands to Abu Bakr, a Mohammedan Arabian born in Meca.⁹ He came to Sulu about A.D. 1450 as a trader and settled at Ewansa, the ancient capital of the island. He taught the former priests Arabic and the Koran, and built mosques. He reformed the laws of the people, prepared and published the first code, and established a system of courts.

Four classes make up the Moro community: the dato class, or nobles, the privileged class, or free citizens, the subjects of the dato, and the slaves. Moro law recognizes each class and differentiates between crimes committed by each. This inequality of rights has considerably diminished since American occupation.

The Moro of the dato and privileged classes was reared in his infancy by panditas who were wise in Hindu lore. He had laws, an organized government, an alphabet, and a system of education. By trade he was a planter and fisher, and both land and sea yielded him plenty. He turned the timber of his rich forests into boats and utilized the currents of the sea and the movements of the wind. Navigation was easy to him and he

9 Krieger, Herbert W. Peoples of the Philippines. p. 35 ff

sailed to different lands to trade his pearls for silks and spices. It is true, the Moros had no standing army or navy, but they had a great many forts, boats, firearms, and every able-bodied man was a soldier or sailor always armed and ready for a call to arms. His immediate neighbors were pagans and paid him homage and tribute. He wasted no sympathy or kindness on his enemy.

No effort was made by Spain to educate the Sulus and a measure was never proposed of benefit to them. The Sulus felt that the Spanish were trying to destroy their national unity, and they never had any confidence in whatever they proposed to them.

Their territory was exempt from taxes. Piracy was completely abolished in 1878 but slavery was still in practice.

Brass cannon, the pride of the Moro soldier, were effective enough against other Filipino tribes not possessing firearms. Not only firearms but the art of casting brass weapons had been acquired by the Moro along with the art of making gun powder.

Influence of the Chinese -- Records show that before the arrival of the Spaniards as many as ten thousand Chinese traders resided on the island of Mindoro.¹⁰ Earlier yet, Chinese trade had been carried on long before the arrival of the Europeans by means of the "silent trade". Chinese junks laden with silks, beads, iron, copper pots and gongs, and many kinds of jars came close to shore where they made their presence known by beating on the gongs. The natives would bring to the beach whatever they had to trade and then retire to a distance. The trader would then take ashore what they believed a proper amount of goods, and if this

10 Ibid. p. 26 ff

proved satisfactory they took the native articles and moved on to the next settlement. In this manner many Chinese trade articles, especially jars, reached the natives and were bartered inland.

With the coming of the Europeans the picture changed. Chinese traders went to Manila and other commercial centers, where they quickly made themselves indispensable.

In Manila they were restricted to one section of the city called the parian. It is claimed that in the rebellion of 1603 more than twenty-three Chinese were slaughtered there, yet two years later the district is said to have had a population of 6,000.

The early Chinese settlers were men of wealth who lived for some years in the land, married native women, and brought up Mestizo children. Despite repressive measures they entered all sorts of trades and became commercial leaders.

The cultural effects are significant since the Chinese fathers usually made it possible for their offspring to obtain an education, also a tradition of thrift gave them a great advantage over the true natives.

In addition to these progressive Chinese, some thousands of men were forced to flee from the mainland and settled among the tribes on northern Luzon. Here the mountain tribesmen still show Chinese physical characteristics and here and there dearly treasured art objects brought from China are still kept as family heirlooms.

The Christians -- In the fertile plains about Manila, in the valleys extending from Manila across the base of the Bataan peninsula to the Gulf of Lingayen, at accessible spots along the coastal plains reaching northward to Ilocos Norte and on many of the smaller islands, the Spaniards

had built churches and brought in much of their own culture. The inhabitants of these areas, far outnumbering the pagan tribes, having different tribal traits and being kept apart by the Spanish policy, were suspicious of, and often hostile toward each other.

These groups constitute the active, voting population of the islands. Through them government and schools have functioned, and democratic ideals have been fostered. They, with some additions from the Mountain Tribes, form the Philippine Commonwealth.

Government under the Spaniards -- From the time of the voyage of Magellan to the Spanish-American War the Philippine Islands were dominated by military government. In many cases, these governors were political exiles sent from the home peninsula of Spain, or from Mexico, given high-sounding titles, and isolated from the main currents of political and military events. Occasionally a man would arrive in Manila with an avowed intention of improving conditions, but little could be accomplished. Military campaigns costing many Spanish lives and destroying thousands of Filipinos seem to have alternated with great fiestas in Manila and other cities. Juan Valera, in the Historia de Espana, tells of General Lemery ordering "that what was being spent on receptions for generals be applied on works of public utility, so scarce in Manila and outside the city". It seems that this sort of work was carried on for a time. Agricultural help was given Ilocos and land was allotted to Ilocanos and Tinguianes for the cultivation of rice and tobacco. All such efforts were stopped, however, by a series of catastrophes. In 1863, cholera killed 124,000 people, a severe earthquake destroyed most of the masonry buildings in Manila, another caused a mountain to sink

into the sea in Ilocos Sur, and a plague of grasshoppers ate most of the crops in southern Luzon.

As in more recent times and other lands, reports urging reforms were marked "Top Secret". One of these by Miramon urges "no more military expeditions, except in urgent need. We do not need to conquer more territory, but more people; arms drive them away and territory without inhabitants would bring us nothing but great expense and bad luck."¹¹ There follows an attack on people at home who institute reforms, without any knowledge of conditions in the Islands.

Christianity gradually spread along the coastal plains, reaching Ilocos, 450 miles north of Manila, apparently in 1862, almost 350 years after the landing in Leyte."

Public Health -- Even in a great city like Manila, and as late as 1898, there were no provisions made for sanitary disposal of human waste¹² and it was a common sight to see an individual carry an umbrella as protection from any refuse which might be thrown from a window.

Very little was done to stop the spread of communicable diseases. Smallpox was regarded as a necessary ailment of children. The clothing of the sick was handed down from one to another thus spreading the disease. Another thing they did was to wash themselves in cold water when their fever was high, with a high penalty to pay in toll of deaths. In 1888 cholera had broken out again and spread throughout the Archipelago. There were many shocking stories. In one of the islands an unfortunate carried to the cemetery after he had lost consciousness, came to, crawled out from a mass of corpses which had been piled on top of him, got up,

¹¹ LaFuente. Historia General de Espana. p. 370 ff

¹² Worcester, D. C. Op. Cit. p. 329 ff

and walked home. When he arrived home, his friends and relatives vacated the house as they believed him to be his own ghost. The next day he was found dead on the floor. Bubonic plague caused many deaths. Yaws spread in certain sections. Common diseases such as dysentery and malaria were spreading. They were using plaster of Paris and cornstarch as a remedy for malaria.

Coastal travel was by boat. Roads were only where the Spanish wished to travel. Around Manila they were fairly good. The lack of speedy communication was very purposeful. It was a means of preventing the united efforts of the subjugated people.

Sports were unknown. Schools were for selected people. There was no general education for all. One-half of one per cent spoke Spanish, while the rest spoke a multitude of dialects.

In Manila was a very old Spanish University, Santo Tomas, but the teaching was of almost medieval Spanish type. As in Spain, law, medicine, and the army were the professions of the upper classes. The lower ranks of the priesthood were open to the members of all classes, but candidates were carefully selected. With the background offered in the elementary and secondary schools what it was, the only truly educated were those who could afford European training.

CHAPTER III

DEVELOPMENT UNDER AMERICAN RULE

CHAPTER III

DEVELOPMENT UNDER AMERICAN RULE

When the Spanish-American War broke out in 1898 the Pacific fleet was holding manoeuvres off the China coast. Dewey was ordered to proceed at once to Manila to stop the Spanish fleet from leaving the Bay. The Spanish, believing Corregidor absolutely impregnable, were taken off guard and woke one morning to find that the entire American fleet had passed the rock during the night and completely blocked the harbor entrance.

The American fleet under Admiral Dewey¹ won a decisive victory over Spanish naval forces at Manila Bay, destroying every Spanish vessel in the Bay inside of two hours.

Filipino insurgents under Aguinaldo besieging Manila on the land side from Bataan to Batangas, and American forces in Manila Bay, cooperated to defeat the common enemy. Entire country passed under the control of the United States by the terms of the Treaty of Paris, December, 1898. We paid Spain \$20,000,000 for the Islands.

U. S. Plans for the Islands -- McKinley's decision² on the Philippines was to take the islands, educate the Filipinos, and help them attain a higher level of civilization.

United States Senate Resolution, February, 1899, stated that it was not the intention of the United States "to permanently annex said islands as an integral part of the territory of the United States" and that the aim was "to prepare them for local self-government".

In 1908 Secretary of War William Howard Taft³ reported to President

1 Muzzey, David Saville A History of Our Country. p. 536

2 Worcester, D. C. Op. Cit. Apen. II. p. 789

3 Worcester, D. C. Ibid. p. 727

Theodore Roosevelt: "The national policy is to govern the Philippine Islands for the benefit and welfare and uplifting of the people of the Islands and gradually to extend them, as soon as they shall show themselves fit to exercise it, a greater and greater measure of popular self-government."

Our purpose in the beginning in regard to the Philippines was not annexation, assimilation, or any permanent control, but eventually independent self-government. Procedures and adopted principles had always for their purpose education in self-government with the United States gradually turning control over to the Philippine people. As deemed advisable, Filipinos gradually have been delegated to positions in the government and civil service.

Five important steps⁴ mark the civil government development. The first step in governing the Islands following American occupation was the setting up of the military government maintained throughout, or in sections of the Islands, from 1899 to 1902.

The second step was the establishment of civil government under the Second Philippine Commission appointed by the President of the United States with William Howard Taft as chairman. This type of government lasted until 1907 when the third step in development and the first toward national self-government was taken in the creation of the Philippine Assembly - the first legislative body of the National Government to be elected by the Philippine people. The Philippine Assembly was the lower house of the Philippine Legislature; the Philippine Commission appointed, as indicated, by the President of the United States, chose the upper house.

The fourth step was taken in 1916 when Congress passed the Philippine

4 Cook, K. M. Public Education in the Philippines. p. 15 ff

Organic Act known as the "Jones Law" the basis of the present (1934) scheme of government in the Islands. The Jones Law provided for the extension of independence to the Philippine Islands "as soon as a suitable government could be established there" and conferred practically full self-government on the Philippine people in the administration of their internal affairs. The fifth step was taken by the Seventy-third Congress of the United States when it passed the Philippine Independence Act in March, 1934, which provided a plan and settled means for the establishment of complete independence, to be proclaimed July 4 following the expiration of a ten-year period from the date of the inauguration of the new government, provision for which is made in the act.

First Philippine Commission -- Following soon after American occupation and while the temporary military government prevailed, the President of the United States appointed a commission known as the "First Philippine Commission"⁵ which was composed of five members. They were Dean C. Worcester of Michigan; Jacob Gould Schurman, President of Cornell University; Major-General Elwell S. Otis, then ranking army officer in the Philippines; Rear-Admiral George Dewey, then in command of the United States fleet in Philippine waters; and Colonel Charles Denby, who had for fourteen years served as United States Minister to China. The duties⁶ of this Commission were to "investigate and study conditions concerned with public affairs in the Philippines" in order to aid the government in shaping a policy which should be the basis of future political relationships between the United States and the Philippines. This commission made a study and reported to the Secretary of State after which it ceased as an official body.

5 Worcester, D. C. Op. Cit. p. 88

6 Ibid. p. 253

Second Philippine Commission -- One result of its service was the appointment by the President of the Second Philippine Commission, a body with authority to establish and execute civil government in the Islands. It was composed of four⁷ civil members; Dean C. Worcester of Michigan; Luke E. Wright of Tennessee; Henry C. Ide of Vermont; Bernard Moses of California; and William H. Taft as president. The policy of the commission was outlined as follows: "The Philippines are ours not to exploit but to develop, to civilize, to educate, to train in the science of self-government."

The Commission assumed its duties in June, 1900, and began its legislative work leaving executive functions to the military governor. The Spooner Amendment was passed in March, 1901, from which time on the government was civil in character, deriving its powers from Congress. The military government was not terminated until July 4, 1903, when it was abolished in all sections of the Islands inhabited by Christian Filipinos. Hon. William Howard Taft was appointed the first Civil Governor on July 2, 1904. The title was later changed to "Governor General".

Almost immediately following his appointment Governor General Taft appointed three Filipinos as members of the Commission, marking the first participation and cooperation of Filipinos in the administration of their national government. This Commission, consisting of the Civil Governor, four Americans, and three Filipino members, was responsible for the insular government until 1907.

In the meantime, a policy of local self-government was under way. The instructions from the President to the Commission, on its appointment,

7 Worcester, D. C. Ibid. p. 88

set forth a policy of participation of the Philippine people in local government, establishing independence in local affairs of provinces, and promotion of important administrative functions instituted by the military government with respect to public education system, to free elementary education, and to the learning of English language among the people.

It is apparent that the Second Philippine Commission was both a legislative and an executive council.⁸ The Governor General, representing the President of the United States, was executive head of the government and as chairman of the Commission which was the law-making body, had a voice in legislation. Four executive departments were created under the Commission, each headed by an American appointed by the Governor. The departments were Interior, Commerce, Police, Justice, and Public Instruction. Later the provision was changed and these executives were appointed by the President, as was the Governor General with the advice and consent of the United States Senate.

The Philippine Assembly -- Under the terms of the Philippine Law passed by Congress in 1902,⁹ further extension of self-government was contemplated as soon as provisions could be made. The most important one is the Philippine Assembly, which was to constitute an elective lower house of the Philippine Legislature. A general election was called in 1907 which resulted in the creation of the First Philippine Assembly. It consisted of eighty-one delegates from thirty-five Provinces, and was the first legislative body of the national government to be chosen by the electorate of the Philippine people. It was opened formally by William Howard Taft, then Secretary of War, October, 1907. The Philippine Commission

⁸ Worcester, D. C. Ibid. p. 274

⁹ Cook, K. M. Op. Cit. p. 19 ff

became the upper house, the Philippine Assembly the lower house of the Philippine Legislature. The Commission at this time had a majority of American members. Later by act of Congress and by appointment of President Wilson in 1913, the majority of the Commission was made up of Philippine members. Thus both houses were controlled by Filipinos, the Governor General having no veto powers. The Commission, however, continued to administer the non-Christian Provinces.

Jones Law -- Congress passed the Philippine Organic Act known as the "Jones Law", the basis of the present scheme of the Philippine government. It cleared the way for self-government and constituted a very decisive step toward complete emancipation of the Filipino people. The Governor General was given the veto power, two-thirds of each house being required to override his veto. If the Governor General refuses to sign a bill after such action, it is sent to the President of the United States.

The Senate -- The Senate is composed of twenty-four members, two from each of twelve senatorial districts, created by the Jones Law. With the exception of two who are appointed by the Governor General to represent the non-Christian Provinces, the Senators are elected by the voters of the several districts for a term of six years. One-half of membership is selected every three years. The House is made up of ninety-one elected members and nine appointed by the Governor General to represent the non-Christian Provinces. The members are elected triennially by the voters of their respective districts, which are formed according to population distribution, much as in the states of Continental United States.

Legal voters must be male, twenty-one years of age or over, residents of the Philippine Islands for one year, and of the municipality in which they vote six months, and in addition must comply with one of the following: (a) own property; (b) have exercised the suffrage under previously existing organization; (c) be able to read and write Spanish, English, or a native language.

By the terms of the Jones Act the Governor General retains his position as a representative of the President of the United States, and as chief executive officer of the Philippine Government. He rarely acts in matters purely domestic, however, without the advice of his cabinet, consisting of the heads of the executive departments.

Six executive departments were established and continue to date as follows: Interior, Justice, Finance, Agriculture and Natural Resources, Commerce and Communication, and Public Instruction. Each department head has full control over appointments in his department and has general supervision of the work of the department. There is an under secretary in each department who is a permanent officer during good behavior. Following established practice for the territories of the United States, the Philippines have two Resident Commissioners in Washington who attend sessions of Congress but have no vote. They are selected by the Philippine Legislature.

The Filipino people have adopted a constitution and elected a president as provided in the act of March, 1934.

Local governments are set up in each of the organized Provinces, of which there are forty-nine. There are in each, provincial boards, and a provincial governor, all of whom are elected by the qualified voters of

the respective Provinces. In unorganized Provinces, including non-Christian and sparsely populated Provinces, there are no local officers; the administration of government is carried on under the supervision of the Department of the Interior. Officers for these Provinces are appointed by the Governor General with the advice and consent of the Philippine Senate.

Municipalities constitute the smallest civil unit. Each is in charge of a president, vice president, and council elected by the people. The city of Manila operates under a special charter.

Forestry and Agriculture¹⁰ -- The Philippine Commission took an interest in the waste of trees in the Islands. An investigation was made under the Bureau of Forestry in an effort to stop this sort of destruction.

Large tracts are now being logged with modern machinery and the logging railway and the skidding engine are in use. "In hope of awakening an interest among Filipinos in forest conservation and development, a forest school was started in 1910 at Los Banos, south of Manila on the shore of Laguna de Bay, in the middle of a forest reserve where practical instruction can advantageously be given." In 1916 it became the College of Forestry of the University of the Philippines.

Today there are about sixty steam sawmills in operation. The actual investment in logging equipment and sawmills runs into millions of dollars.

American influence has taken effect and small steel ploughs, of fair size drawn by single animals, are coming into use to help the rice crop. A large amount of rice is harvested by sickle instead of the small bladed knife formerly used. Modern threshing machines are being used as well as small mechanically driven hulling machines. The rice industry has

¹⁰ Worcester, Dean C. Op. Cit. p. 608 ff

two great needs: irrigation and seed selection. The insular government is spending considerable sums on irrigation work.

At least one good mechanical stripper which produces a good grade of fibre has been used.

Soon after the American occupation a modern oil machine was set up in Manila. Lately a new mill of iron, steel and reenforced concrete has been erected.

The long staple Egyptian and Sea Island cotton varieties have been introduced.

In later years the most modern centrals have been brought in with a resultant great increase in refined sugar for home use and export.

The Americans introduced the Connecticut Broad Leaf, one of the best general purpose tobaccos.

The Bureau of Education is trying to interest the Filipinos in raising and using corn. They are taught how to grind, and cook it, for human food.

In many parts of the Islands the climate and soil are adapted to the production of pineapples. A pineapple factory for canning has been established.

All of these activities have tended to make the Philippines self-supporting.

Economic Relations¹¹ -- Our economic relations with the Philippines have become increasingly important. There has been a steady growth of trade with the United States since the Spanish-American War. A great stimulus was provided by reciprocal free trade beginning in 1913. It is true that

11 Philippine Herald Year Book, November 1, 1933.

the United States is a predominant market for most Philippine export products. Important products imported by the United States include abaca, tobacco, embroideries, gold bullion, sugar, coconut products, fine woods, and base minerals in ore form. The Philippines are important as a market for American products. It is estimated that the average imports of American products by the Philippines during ten years, 1929-1938, amounted to \$65,000,000 annually.

The last few decades have provided a most promising outlook in the development of industrial, commercial, and general economic life. The economic system is purely agricultural. Produced primarily for exports are coconuts, abaca, sugar, and tobacco. One-third of the world's copra is produced in these islands. There is a monopoly on the production of high grade hemp. Rice is produced mostly for domestic consumption. Other food crops for consumption are corn, bananas, mangoes, avocados, and pineapples. Animal and meat products include cattle for beef, carabaos for draft animals, goats and sheep, hogs, and poultry for eggs and meat.

Sea products are important for food and commerce. Fish is next in importance to rice as a food for Filipino people. Commercial fishing engaged approximately 265,000 people.

Mining has developed into a very important industry. In gold production the Philippine Islands ranks sixth in the world. Chromite was the most important base metal exported to the United States. In Surigao Province is the largest iron ore deposit in Far East.

Forest products are rich and relatively undeveloped. The author saw some of the fine hardwood among them "Philippine mahogany" which can not be excelled. The Philippine forests could sustain many times the present cut without being depleted.

Manufacturing is primarily for local consumption and for processing export products. Some of the products manufactured from raw materials for export include sugar, cordage, pearl buttons, hats, cigarettes and cigars. Most of the factories are located right in Manila.

Sanitation and Health¹² -- The American Army of Occupation brought with it numerous physicians and surgeons and abundant hospital equipment and supplies. On the 5th of March, 1899, a great army called "First Reserve" had been established in the old rice market. Tent hospitals were set up where the sick and wounded were treated. Field hospitals were established, too.

Worcester's dream was to have a Bureau of Science for scientific research, and for routine scientific work, a great General Hospital, and a modern up-to-date college of medicine and surgery, standing side by side and working in full and harmonious relationship.¹³ The medical school would give to the youth of the land the best possible facilities for theoretical training in medicine and surgery, which access to wards of the hospital with practical bedside work, would make possible.

The Bureau of Government Laboratories was established on July 1, 1901, and Dr. Paul C. Freer, then Professor of General Chemistry of the University of Michigan, was named director of bureau. He was a most capable and conscientious chemist. Worcester established certain principles which all chemists and bacteriologists were to follow, that is "all employees to understand that the field was enormous and there was work and more than enough for all, and we should at the outset adopt a spirit of friendliness and helpfulness toward every scientific man who desired to lend a hand."

12 Worcester, D. C. Op. Cit. p. 388

13 Ibid. p. 390 ff

On June 10, 1907, a medical college was opened. It was called "The Philippine Medical School".

The establishment of the University of the Philippines was provided by an act passed June 18, 1908. The Philippine Medical School was incorporated with the University as its College of Medicine and Surgery.

There are numerous hospitals in Manila such as San Juan de Dios, St. Paul's Hospital, and others. The Philippine General Hospital is one of the most modern of its kind in the world.

Cholera -- According to Heiser¹⁴ "simple rules of hygiene were placed in the newspapers and on handbills in English, Spanish, Tagalog, and other native dialects." With the cooperation of the Bureau of Education, these circulars were sent to every school teacher in the Islands. They were to be taught to the children so that they could repeat them verbatim to their parents. They had the rules printed on large flaring red posters which were placarded on municipal and other public buildings. Much time was spent in the preparation of a primer of sanitation. When it was put in words of one syllable, it became the standard for schools throughout the tropics. People were gathered together to watch the showing of lantern slides to illustrate the prevention of cholera. Lecturers went around with Filipinos as guides. The church was most cooperative, a thing which proved of great help to the health officials.

Heiser once asked a Filipino, "How do you use this boiled water?" The reply was, "We take a teaspoonful three times a day."

According to Heiser, in Manila there was one case of cholera out of a thousand Chinese, one out of seven hundred Americans, and one out of

14 Heiser, Victor An American Doctor's Odyssey. p. 118 ff

two hundred and fifty Filipinos. The Chinese always drink boiled water, as tea, the Americans generally drink boiled water, and the Filipinos seldom drink boiled water.

On March 12, 1902, there were two cases of Asiatic Cholera: the beginning of an epidemic. At the outset of this disease the mortality rate was one hundred per cent. Worcester instructed a military force to protect the city water supply from contamination. The people who used the water for bathing and washing their clothes resented the interference of the board of health, but this was the only means of protecting the people.

Bubonic Plague --- The plague had made its appearance in Manila in December, 1899. Everything possible was done to take care of the sick. The houses and their contents were disinfected and renovated. Although it wasn't known at this time, the rat flea was the communicating agent for the plague; many measures taken had resulted in the destruction of the rats which carried the fleas. Later, anti-rat measures were passed and the Board of Health had spent \$350,000 in the effort to wipe out all the rats of the city. Rats are difficult to exterminate because they breed rapidly. A single pair in one year might be responsible for hundreds of descendants. Many experiments were tried to do away with the large number. The greatest success with poisons was mixing cheap and tasteless white arsenic with rice, which was the diet of the rats in the Philippines. At first sulphur was used to fumigate foreign ships, then hydrocyanic gas.

As a final precaution the first rat-proof wharves were built in Manila. They were of concrete throughout so that no rat could gnaw his way through, and so flashed with steel sheathing underneath that the rat

could not find a foothold.

Learning from experience, Heiser states that the most effective way to deal with any pest is to interfere with its natural breeding places. Building the rat out of Manila was a difficult job. A municipal ordinance was passed that all buildings be built to prevent rats from finding shelter. Cementing the ends of the bamboo poles ratproofed the houses of the mountain tribes. The plague broke out again in 1912 but all was in preparedness. The rat catchers went through each home, starting at the top and moving down, spraying with insecticide and if live rats were encountered, these were killed. Always as the rat catchers closed in the rat-proofers followed.

Malaria -- The draining or spraying with petroleum places where mosquitoes breed and the teaching of the importance of sleeping under mosquito nets, all have prevented serious cases of malaria.

Smallpox -- Through vaccination the death rate in smallpox was decreased. When the Division of Vaccination was reorganized in 1905, Heiser started a new campaign and 1,687,767 people were vaccinated. Wherever he went he received opposition but through the hard labor of his workers, they were able to accomplish what they were out to do. The results were very satisfactory. Afterward the service was turned over completely to the Philippine Health Officer.

One of the greatest catastrophes began in 1918 when 50,000 people, most of them children, lost their lives from smallpox. Heiser was recalled to the Philippines to assist as an adviser. Places were inspected and the trouble was found in the schools. Falsified reports were made and in many instances the vaccine was found in the waste basket. Between 1918

and 1920 the Islands had lost twice as many lives from smallpox as the United States had lost from casualties in the World War. The figures showed that ninety-three per cent of the deaths had occurred among the unvaccinated.

Yaws -- Yaws is a peculiar and shockingly disfiguring disease which is found in lowlands and highlands. It resembles syphilis in that the causing organism is a spirochete, a comma-shaped microbe. The effect of the injection of salvarsan resembles a miracle in medicine. It was this remedy that began our health work among the wild headhunters of Northern Luzon.

Beriberi -- Beriberi, a disease somewhat like rickets and often resulting in paralysis, was common. In Manila the death rate, curiously, was much higher among the breast-fed children than among those fed from a bottle. Since the staple article of diet was polished rice and fish, the breast-fed child was not properly nourished and became irritable and fretful, and did not gain weight. Ultimately it became paralyzed. The condition was called taon, and was thought to be due to a toxin in the mother's milk.

Henry W. Fraser and A. T. Stanton, two British government scientists, arrived at the conclusion that beriberi was a disease brought about by a food deficiency. They found that Vitamin B was missing from rice which had been polished; the outer surface of the rice grain containing substances essential to nourish the body had been ground away. Those who ate unpolished rice did not get beriberi. These two scientists determined further how to tell whether rice was polished to the danger point. If,

when stained with methylene blue or iodine the grains took on a deep color, then the rice was deficient in Vitamin B₁ and beriberi might result. If the grains stained slightly, the rice was safe to use. As long as the Filipinos ate unpolished rice, they never got the disease.

The Americans taught the people to supplement the B vitamins in their diet, especially in times of shortage of local rice and consequent importation of polished rice, by adding wheat bran. The result has been a great lowering in the number of cases, even during periods of low rice production.

CHAPTER IV

PUBLIC SCHOOL SYSTEM

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Early Development -- During the Spanish regime, primary schools had been established in some towns; the levels of education depended upon the cities or towns. The plan provided for incomplete primary schools in barrios of 500 inhabitants or fewer. Supervision was given to a council of primary instruction presided over by the Governor General, later called the Supervising Board of Public Instruction. The organization of secondary schools was ordered by a royal decree in 1865. The schools were to be supervised by the University of Santo Tomas, a very old institution which had carried on a good many years before American occupation.

The disorganization of the schools began with the revolution of 1896, as it spread from Province to Province. Under Spanish rule only one-half of one per cent learned to speak Spanish, even fewer were really literate. The Filipinos declared their independence in June of 1898 and a revolutionary government was set up. A president and cabinet, consisting of the heads of six departments, one being public instruction, was set up and a state university was established to be the center of higher education in the country. Secondary as well as elementary education was to be under state control. An amount of 35,000 pesos (\$17,000) was set aside for public instruction as the budget for one year. Although all of these plans were temporary in nature, they showed the desire and policy to extend education to the masses.

In the meantime the Americans arrived and began to establish schools and reopen closed ones, with English as the language of instruction.

In 1898 there were 2,160 public primary schools in the islands. By August of 1899, 100,000 children were receiving instruction in the public schools.

New Organization -- A centralized system of public instruction was established by the Second Philippine Commission in January, 1901. This law, drafted by Dr. Atkinson, acting superintendent of public instruction and a member of the Commission, was the beginning and the basis for the present insular school system. It had a department of public instruction with a superintendent as its chief officer; it provided for eighteen division superintendents of schools and for one thousand teachers of English from the United States. A superior and advisory board of education was provided to assist the general superintendent with advice and information. Municipal school boards composed of six members each were provided.

By later changes in the law, a bureau of education was established as a division of the department of public instruction, with a director of education and two assistants in charge; the number of divisions increased to thirty-six, and a provision inserted that public education was to be free. When the first Philippine Assembly met, in 1907, the University of the Philippines was created to head up the public-school system. At the same time the Assembly made its first appropriation for the support of barrio schools, amounting to one million pesos. The passage of this act placed the stability of Philippine democracy upon "average" people. As Osias¹ says "the leaders who have to do with the future of this country are aware that the stability of democracy here in these Islands depends in a great measure upon the character and intelligence of the average

1 Osias, C. Barrio Life and Barrio Education. p. 5 ff

people. The people who live in the modest homes of bamboo and nipa, the sober and industrious dwellers in more or less rural communities who compose the greater part of the Philippine population."

Administrative Organization -- The present administration is the direct outgrowth of the basic organization established by the Philippine Commission following American organization. Education, health, and quarantine services and prisons are centered in a Department of Public Instruction which is one of six major governmental departments, each in charge of a secretary who is a member of the Governor General's cabinet. The secretary of public instruction is also Vice Governor of the Islands and, like the Governor General, is appointed by the President of the United States. Thus far the position of secretary has been filled by Americans.

The educational system functions through the Bureau of Education which is in charge of a Director of Education. He is appointed by the Governor General with the approval of the Philippine Senate. All important functions are centered in the Bureau of Education. They include the establishment of schools, the assignment of teachers, and the fixing of their salaries, the choice and recommendation to the secretary of public instruction of candidates for important positions in the Bureau, the preparation of curricula, the supervision of school-building construction, in-service training of teachers, and the general conduct of the public-school system. The private schools function under this bureau, too. The Director of Education is a member of the board of regents of the University of the Philippines.

The general organization of the bureau is shown in the accompanying chart. In addition to the director, there is an assistant director

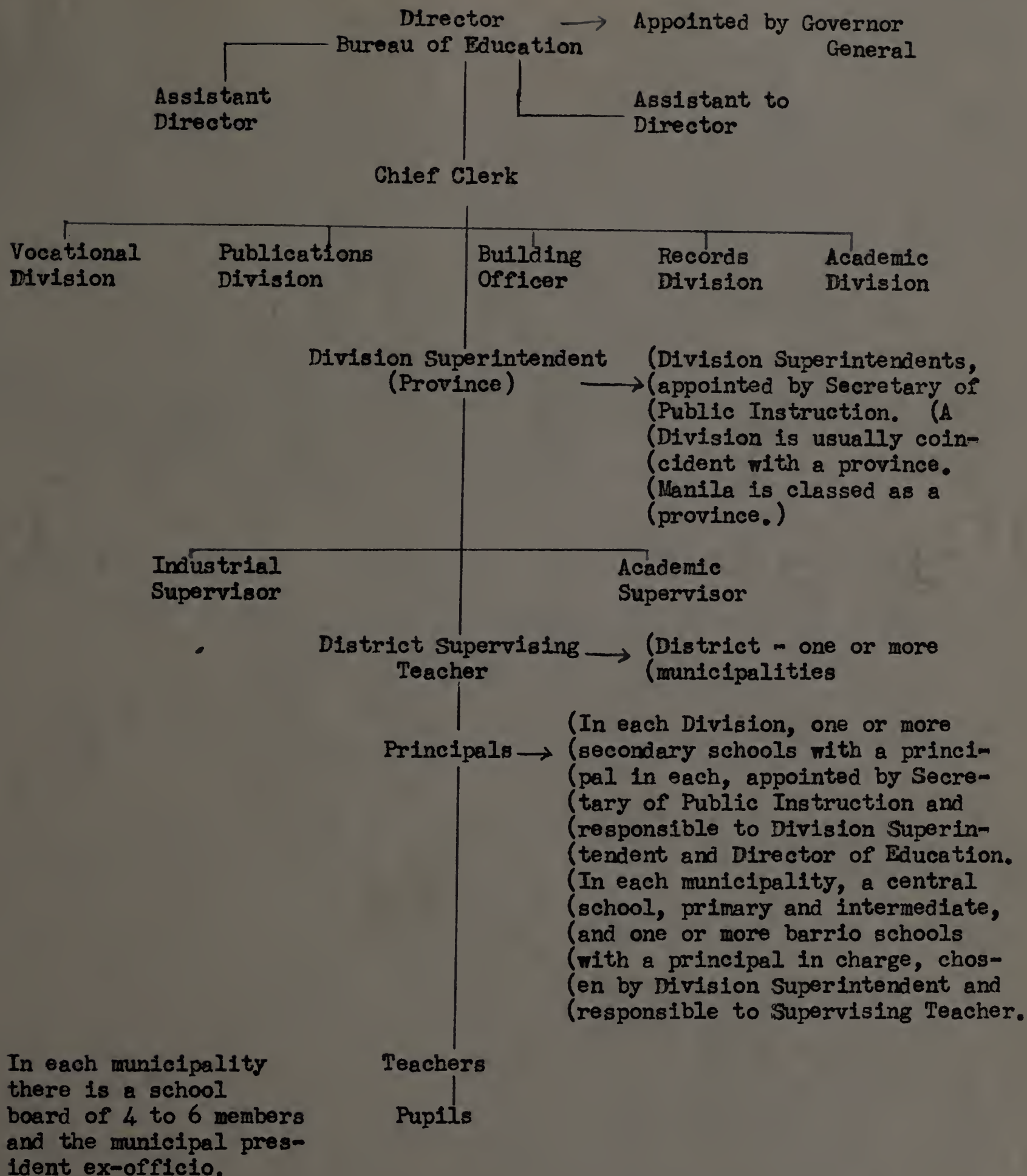


CHART I.

Administrative Organization Philippine School System
from

The Bureau of Research and Reference in American School Systems,
by Nemesiol Agonod, and the Philippine School Report, 1933.

who is in charge of an office which in recent years was filled by a Filipino; five divisions, each in charge of a division chief, a chief clerk and a clerical and technical staff. The divisions are: academic education, vocational education, publications, buildings, and records. Attached to the administrative and supervisory staff in the general office at Manila as professional workers apparently not assigned to divisions, there are also a chief of measurement and research department; a chief of curriculum department; and a superintendent on special detail, each with the rank of division superintendent, and a specialist in health education with the same rank. The director of Education chooses and recommends to the Secretary of Public Instruction for appointment, members of the central staff as well as candidates for the educational posts in the field.

School Divisions -- The Islands are divided into fifty school divisions. There is a Division Superintendent in charge of each. These superintendents are appointed by the secretary of public instruction upon the recommendation of the Director of Education to whom they are responsible. The School Division is usually coextensive with a Province, the civil governmental unit, the city of Manila being classed for this purpose as a Province. Division Superintendents are assisted by supervisors of whom there are usually two in a division - an academic and an industrial supervisor. Their work is concerned with inspection of school facilities and practices, and with instructional supervision.

Division Superintendents appoint municipal teachers, fix their salaries, manage school buildings, inspect schools in their respective divisions, and carry out policies and enforce regulations of the Director of Education in elementary and secondary schools.

There are both American and Filipino superintendents who are qualified and experienced educators. Salaries range from 2,000 to 6,000 pesos per year.

In each division there are one or more secondary schools, each administered by a principal appointed by the Secretary of Public Instruction on recommendation of the Director and responsible to him through the Division Superintendent.

School divisions are again divided into districts, each district comprising one or more municipalities. At the head of the school districts are district supervising teachers appointed by the Secretary of Public Instruction on recommendation of the Director of Education. The supervising teacher is responsible directly to the Division superintendent. His chief function is instructional supervision.

In each municipality there is at least one school, including primary and intermediate levels, called a central school, and one or more barrio (small village) school. In charge of the central and barrio schools is a central school principal, an important education official chosen by the Division Superintendent and responsible directly to the supervising teacher. There are local school boards which consist of four to six members. They represent the interests of the people with the school officials, especially with the district superintendents.

Types of Schools -- Various types of schools are elementary, central, and barrio schools; academic secondary schools, usually called high schools, one or more located in Manila and in each of the provincial capitals; vocational schools and insular schools. The insular schools include the Philippine Normal School, Philippine School of Arts and Trades, the

Central Luzon Agricultural School, and the Philippine Nautical School. Besides these the Insular Government maintains the Philippine School of Commerce, the Philippine School for Deaf and Blind, and the University of the Philippines.

Primary instruction has been extended throughout the Islands, though facilities are not adequate to accommodate the total school population. The basic language has been English from the very start. Books and materials are furnished free. From the establishment of the school system to 1907, the primary course was three years in length. In 1907 the course was lengthened to four years, and music, health, physical education, drawing, handwork, and pottery were added to the curriculum offerings.

At present the elementary course includes seven grades. Industrial education is stressed in the intermediate grades.

The Bureau of Education publishes bulletins, outlines, textbooks, circulars, courses of study, and a monthly magazine for teachers which is distributed free of charge to all teachers in service in the Philippine Public Schools.

Financing the Schools -- Public schools are supported through direct appropriation from insular, provincial, and municipal government sources, supplemented by voluntary contributions and tuition fees. The net expenditures for 1932 were 27,911,060 pesos, or 23.26 pesos per pupil.

In 1932 the three contributing units together allotted 20.38 per cent of their total expenditures to school support. Proportions were: insular, 22.63 per cent; provincial, 16.37 per cent; municipal, 19.02 per cent. Of per-pupil expenditure of 23.26 pesos for the year indicated, 15.03 pesos came from insular funds, 3.8 pesos from provincial, and 4.42 from municipal government.

In the school year 1932-1933, voluntary contributions amounting to 633,376 pesos were received, consisting of money, land, labor, and materials. This money is used for permanent improvements, athletics, libraries, etc., but not for operating expenditures of the schools.

Table I shows total governmental expenditures and expenditures for schools with percentage of school total government expenditures for the three respective units.

TABLE I

Governmental Expenditures for all Purposes and the Amounts
and Percentages Spent for School Purposes in 1932⁽¹⁾

Government	Expenditures (pesos)	Expenditures for schools (pesos)	Percentage which school expenditures were of total expenditures
Insular	<u>79,696,887.23</u>	18,034,078.41	<u>22.63</u>
Provincial	37,289,176.10	4,568,628.74	12.25
Municipal	<u>19,965,061.56</u>	<u>5,308,352.95</u>	<u>26.59</u>
Total	<u>136,951,124.89</u>	27,911,060.10	20.38

(1) Report of Director of Education, 1933, p. 18, table 6.
(c.f. with \$35,000 for schools in 1898).

Voluntary contributions amounting to 633,376 pesos are reported for the school year 1932-1933. During this year, tuition fees were collected for the maintenance of intermediate classes in elementary schools in 256 municipalities in thirty-four provinces. This was due to depression conditions and does not represent normal practice in this respect.

Rates varied from one to ten pesos per annum per child.

Organization and Enrollment -- The development of the public school system in the Philippines is considered an outstanding achievement in the history of modern education. From the chaos in education which existed at the time of the American occupation, followed by guerilla warfare against the United States, there has emerged in the short period of thirty-five years a complete system of schools, elementary, secondary, and university. There were in 1933 7,679 schools of which 2,104 are central schools, 5,455 barrio schools, and 120 secondary schools.² More than 16,000 classrooms costing more than fifty-one million pesos were then available. In 1932-1933, 26,967 teachers were in charge of these schools, all but approximately two hundred of whom were Filipinos. School buildings have been constructed on more than ninety different islands; normal schools in which native teachers in growing numbers are prepared have been established, and a system of school financing devised and successfully operated.

There has been a steady growth in number of schools and in enrollment of children. In the school year 1899-1900, the elementary enrollment was 6,900. Instruction on the secondary level began in 1904-1905, with an enrollment of 404. By 1925, the elementary enrollment had reached 1,080,619, the secondary enrollment, 49,747. In the twenty-year period preceding 1932, the enrollment in the elementary grades more than doubled, and for the decade 1922-1932 there was an increase of approximately forty-seven per cent. The peak of enrollment was reached in 1930-1931 with 1,143,708 enrolled in elementary, and 80,840 in the secondary schools.

2 Reports - Director of Education for 1933.

Approximately thirty-five per cent of the estimated school population was enrolled in the public-school system in September, 1933. Private school enrollment increased this to thirty-seven per cent. The present enrollment, though by no means ideal, is the result of the insistent demand of the Philippine people for education and the sincere efforts made over a period of years to finance a system adequate in number of schools and teachers to make at least elementary education available to all children.

Total enrollment in public schools in September, 1932, was 1,194,802. Of this number 929,390, or about seventy-nine per cent, were enrolled in primary grades, that is, grades one to four, inclusive; 174,307 or fifteen per cent in the intermediate grades, and 62,122 or five per cent in the secondary schools. These figures showed that every opportunity was given to children to have at least a primary education, as there wasn't enough money for a complete program. There are other influencing conditions which resulted in the children dropping out in large numbers even before the end of the primary grades. Some of these as discovered in Director's report for 1933 are: poverty, no accommodations, illness, lack of interest, distance from schools, and marriage.

Primary instruction has been extended to all sections throughout the Islands, including the non-Christian parts where the desire for democratic education has not yet taken root as firmly as in other sections of the Islands. The paramount need and the immediate objective in elementary education is indicated in the recommendations of the Director of Education in his reports for 1932 and 1933, in both of which he advocates the "increase annually of 500,000 pesos for the extension of schools, until all children of elementary school age have been accommodated."

TABLE II

Number of and Enrollment in Schools Offering Specified Grades

Grades	Number of schools	Number enrolled	Per cent enrolled
I (only)	200	15,000	1.37
I and II	1,208	69,000	6.36
I, II, and III	759	55,000	5.04
IV	2,859	346,000	31.76
V	158	32,000	2.96
VI	184	54,500	4.98
VII	<u>911</u>	<u>518,000</u>	<u>47.53</u>
Total	6,315	1,089,500	100.00
Director of Education, 1933.			

School organization is based on the 4-3-4 plan, 4 primary, 3 elementary, and 4 secondary grades. As yet universal secondary education can hardly be accepted as a public responsibility. It is the establishment and extension of elementary education throughout the Islands that is considered by school officials of the Islands the most important achievement of the school system. The further extension of all school facilities to all of the children is now the paramount and immediate aim of school officials.

Elementary schools are classified as complete and incomplete according to the number of grades offered. The preceding table classifies 6,315

elementary schools on the basis indicated and shows the number and per cent of children enrolled in each class of school. Approximately forty-seven per cent of the children enrolled in these schools are in schools in which the fourth is the highest grade offered.

The depression had serious effects on the elementary grades. Insular aid to schools was decreased twenty-eight and three-fourths per cent in the 1933 allotment, half of which was later restored. Many classes failed to open at the beginning of the school year. Intermediate classes were maintained partly by tuition fees while in a number of elementary schools the first four grades were organized on the single session plan. This plan divides the teacher's day into two periods in which two different groups of children are taught, one attending school during the morning, and another during the afternoon session. It means that the teacher has charge of eighty different children each day where formerly she had a maximum of fifty-six, according to the report of the Director of Education, and that relaxation periods, industrial activities, and physical education are practically eliminated from the schools operated on this plan.

The Curriculum -- The Philippine public school curriculum has undergone a process of evolution. There have been constant changes in emphasis of its various parts, even to the complete elimination and substitution of entire subjects of instruction.

The primary course of study as organized under the American occupation was three years in length, from the beginning to the year 1907. Fred W. Atkinson was the first General Superintendent of Public Instruction.

In October of 1901, Nature Study was prescribed as an elementary

school subject.³ The aim of the subject was "to develop in the child a love of the world in which he lives, an appreciation of its adaptation to the needs of life, the universal presence of natural laws, and some acquaintance with their way of working; also a partial knowledge of how the world in which he lives may best serve him."

On January 31, 1907, the proposed lengthening of the primary course from three to four years was submitted for consideration. The proposition of giving greater definiteness to the industrial courses was taken up, too. In General Circular No. 51, S. 1907, dated June 10, 1907, the lengthening of the primary course from three years to four years was definitely publicized, the industrial courses took a more definite form, and the course of study for primary schools was revised and briefly outlined. Quoting from this circular:

"The aim of instruction in the primary course is to prepare the child to become an intelligent, self-supporting citizen. His knowledge of English, arithmetic, and commercial transactions should be sufficient to enable him to transact all of the business he may have in this language. He should be conversant with the general rights and privileges of a citizen and the corresponding duties which citizenship enjoins. In addition to this, he should leave school with the habit of work definitely fixed and with the feeling that manual labor is eminently respectable and honorable. He should have acquired a fair knowledge of some simple trade or handicraft, and of the hygiene and sanitation of the home and village. The course should at all times take a practical trend along commercial and industrial lines, without detracting from the emphasis to be placed upon English, arithmetic, geography, and other academic subjects.

3 General Circular No. 10, S. 1901.

The value of industrial training lies in the cultivation of a habit of work, the removal of prejudices against all forms of manual labor, the development of manual dexterity and the mental awakening that accompanies it, and the introduction of new trades and industries, as well as the improvement of the old."

In 1908 three instructors were assigned to instruct teachers to teach weaving at Normal Institutes. That same year industrial work in weaving was prescribed definitely for primary grades.

Dr. David P. Barrows, then Director of Education, in Circular No. 70, S. 1909, dated July 16, 1909, announced the intermediate courses of study. They were the general course, the course for teaching, the course for farming, the course for woodwork, housekeeping, household arts, and the course for business.

In the intermediate grades, 5, 6, and 7, three different curricula are offered: the general, intermediate trade, and the intermediate agricultural curriculum. In the trade curriculum, shopwork, woodwork, ironwork, home mechanics, are substituted for industrial arts and home economics in the general curriculum. In the agricultural curriculum, agriculture, farm work, carpentry, and allied subjects are offered in addition to the basic academic subjects. For the Islands as a whole the percentage enrolled in trade and agricultural courses in the intermediate grades is negligible. There are, however, a few school divisions in which nine per cent to forty-two per cent of the pupils enrolled in the intermediate grades are enrolled in the agricultural curricula. As one might expect, the greater enrollment in shop work is in the more populous centers, while agriculture enrollment is greater in the farming areas.

TABLE III

Primary Course.

(Figures in parenthesis indicate the number of recitations a week; the number is five unless otherwise stated.)

Grade I	Grade II	Grade III	Grade IV
Language, good manners,)	Same	Same	Same
Right conduct, Conversational)			
English)(7)	Same	(5)	(5)
Reading (including phonics)	Same	Phonics Reading	Same
Arithmetic	Same	Same	Same
Spelling (2nd semester)	Same	Same	Same
Writing	Same	Same	(2)
Music	Same	Same	(3)
Drawing (3)	Same	(2)	(2)
Physical Education	Same	Same	Same

Grade I	Grade II	Grade III	Grade IV
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Industrial Courses.

Boys: Weaving	Same	Mats,	Carving, mats,
Gardening		Baskets	hats, advanced basketry
Girls: Hand weaving	Sewing	Sewing, crochet- ing	Sewing, embroid- ery, cooking
		Club work	
Time: 30 minutes daily	40 min. daily	60 min. daily	60 min. daily

The school year begins in June and ends in March; the school day is from four to six hours in length, beginning as early as seven-thirty or eight o'clock, with the usual intermissions.

A great deal of emphasis has been placed on industrial and agricultural training. Agriculture is the most important industry and is taught in elementary and secondary as well as in special agricultural schools.

Of the important adaptations to special needs and conditions in the Philippine Islands, the teaching of health, the stress placed on industrial and agricultural work, and homemaking courses in both primary and intermediate grades, are examples. Health education is stressed particularly and much attention is given to supervision of hygiene habits of children throughout the school day. The objectives of health education as given by the Director of Education include: (1) sanitation and hygiene of the school; (2) health education; (3) physical education; (4) health services.

Health services are maintained in the schools through cooperation with the Bureau of Education, its nurses, first-aid, and regular teachers, and with the Bureau of Health doctors and nurses, and Red Cross nurses and dentists. Municipalities and parent-teacher associations also have contributed toward maintenance of school clinics, especially toward providing medical supplies. Teacher-nurses in the schools, insular, provincial, municipal, or Red Cross, numbering one hundred and thirty-one, were at work in forty-three of the fifty divisions in 1933. The Director's report states that the number of teacher-nurses, though increasing slowly, is wholly inadequate, this due to population being widely scattered and transportation difficult.

Supervision is furnished from the central office by specialists in health education and the supervisors of health education. They are assisted

by ten division supervisory teachers of hygiene and sanitation who supervise health work in the classrooms.

There are practically no public libraries even for the educated individual other than the fourteen branches of the National Library and the libraries in the public schools. The latter number 4,947, with a total of 2,215,796 books and approximately 15,000 magazine subscriptions.

Revision of the secondary curricula was under way at the outbreak of war. There is a growing realization that economic independence must accompany political independence and that crucial financial, commercial, and industrial problems will be involved when Philippine goods must compete with other foreign countries for markets in the United States.

If the people are to be prepared for the critical times ahead, educational programs must be broadened and enriched and the schools must participate actively in preparing for and carrying on under the new regime.

Agricultural and Vocational Training. -- In 1928 the Philippine Legislature passed a Vocational Act under the provisions of which the Division of Vocational Education in the central bureau was reorganized on its present basis, with four departments: Agriculture, Trade and Industries, Home Economics, and Placement. There are central supervisors in each department and traveling teachers in the departments of Trade and Industries and Home Economics. Besides providing for the central staff the act provides also for financial aid from insular funds to the Provinces for teachers' salaries, teacher training, and buildings. The act resembles somewhat in its provisions and operation the Federal Vocational Act in Continental United States.

There are special agricultural schools of four different types, namely, agricultural high schools, of which there are fourteen; rural high schools,

of which there are fifteen; farm schools, one; and farm settlement schools, two hundred and sixty-nine - a total of two hundred and ninety-nine schools which are agricultural in type, located in thirty-two different school divisions or Provinces. The enrollment in 1932 was 27,509.

The principal and largest agricultural high school is the General Luzon Agricultural School located in Munoz, which is supported from insular funds and has an enrollment of more than 1,000 pupils. Its purpose is to prepare agricultural leaders and teachers of agriculture. The students are self-supporting. They own and operate a sawmill, a general store, a bank, a moving-picture house, poultry and hog projects, and gardens. The other agricultural high schools are patterned after this one in objectives and offerings.

In the more isolated communities are the rural high schools which emphasize practical training in farming. The farm schools are day schools of intermediate grade offering practice farming to boys and practice house-keeping and household arts to girls. They are decreasing in number. While fourteen were reported in 1925, only one is listed in the report of the Director of Education for 1933.

The settlement farming schools, all on the primary level, are established in the less progressive communities, chiefly in the non-Christian Provinces, and have as one objective the promotion of a settled farm life and modern farm methods. Besides offering the academic subjects on the primary level they give practical suggestions on farming.

In 1901 trade schools were organized and the idea spread rapidly into the Provinces. They were established on the elementary level but since 1925 have been converted into secondary trade schools. Both vocational and

academic courses are offered and the schools make useful articles, especially furniture, for government and private use.

The Philippine School of Arts and Trades at Manila is one of the best trade schools. It is supported by the insular government. Courses include carpentry, building, machine-shop practice, stationary engineering, automobile operation and repair, ceramics, drafting, preparatory engineering, and academic subjects.

There is an insular government maintained school of commerce at Manila offering the usual courses, including a three-year course in stenography, a two-year course in bookkeeping, and a four-year course in commerce. The insular government also maintains a school of navigation offering two-year courses for students who have completed two years of secondary education, and a school for the deaf and blind, which offers vocational courses.

Secondary Schools -- Secondary schools were established during the second decade of the American regime as graduates from the elementary schools eligible for further education increased in number. The curriculum of these schools was of the college-preparatory type patterned after that offered at the time in secondary schools of Continental United States.

In forty-eight Provinces, not including Manila, there are reported one hundred and thirteen secondary schools, at least one in each Province, and as many as four in each of seven Provinces. In Manila there are seven secondary schools, a total of one hundred and twenty for the Islands. Enrollment in secondary schools as of September, 1933, is reported as 51,623, nearly four and one-half per cent of the total school enrollment - elementary, intermediate, and secondary.⁴ There are 1,427 teachers and one hundred

4 Op. Cit. 1933 Reports, Director of Education.

and fourteen principals for the one hundred and twenty schools.

The curricula offered in secondary schools are classified as: general, home economics, normal, agricultural, trade, commercial, and nautical. The percentage of the total enrollment in each type in 1933 was as follows: general, sixty-five; normal, seven; agricultural, seven; home economics, seven; trade, thirteen; nautical and commercial, each less than one per cent.

Teachers -- When the public-school system of the Philippine Islands came under American rules and with English as the language of instruction, it was necessary to employ teachers from the United States. As soon as qualified Filipinos learned enough English, they were appointed as teachers in the primary schools, while teachers from the Continent continued in charge of intermediate and high-school grades and in supervisory and administrative positions.

The Philippine Normal School was established at Manila in 1901, with five branches in as many provincial centers, as a first step toward achieving the desired end.

The course offerings during the first several years were adapted to the needs of candidates for teaching positions rather than to academic standards. Standards were raised year by year. Curriculum reorganizations, introduction of practice departments, both primary and intermediate, home economics, industrial, physical training, and other departments, have marked the development of the school into a real professional school with entrance requirements resembling those of standard teacher-preparing schools in Continental United States. Since 1928, completion of four years of sec-

ondary education together with a prescribed rating in intelligence tests has been required for entrance to the Philippine Normal School, thereby placing it on the college level.

Two-year, two and one-half-year, and three-year curricula are offered. Of these two are general curricula of different lengths, two are home economics curricula, and one is a three-year "combined" curriculum. The school is coeducational and enrolled in 1932 more than 1,200 students.

Educational qualifications of teachers of the Philippine schools of August, 1933, are reported in the thirty-fourth Annual Report of the Director of Education as follows: Of the full staff of teachers in the elementary school, fifty-nine per cent have completed normal school or normal classes in secondary schools; seventeen per cent have completed at least three years of such training; fifteen per cent have completed from one to three years of college work, while three per cent are college graduates. This leaves approximately six per cent (5.64) whose qualifications are below the secondary level.

The average monthly salaries of teachers and principals according to classification as Municipal, Provincial, and Insular, are as follows:

Municipal	- Teachers, elementary	...	53.26 pesos	
		secondary	101.84 "
		principals	...	77.32 "
Provincial	- Teachers, elementary	...	76.58	"
		secondary	112.89 "
	Principals, elementary	..	80.46	"
		secondary	..	123.47 "

Insular	- Teachers, elementary	92.90 pesos
	secondary	120.84 "
	Principals, elementary ..	94.27 "
	secondary ...	165.19 "
	Supervisors (all insular)	116.68 "

Insular teachers, those paid from insular funds, receive better salaries and have higher qualifications than those paid from provincial or municipal funds. There is a teachers' pension fund to which the teachers as well as the respective governments, insular, provincial, and municipal, contribute.

CHAPTER V

SUMMARY

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SUMMARY

Aguinaldo and most others claimed that independence had been promised in order to obtain Filipino help for the attacking American fleet. According to all sources quoted in Worcester's book no such promise was made. Aguinaldo published many statements alleging promises in Tagalog but never any for American consumption. Dewey never made any such promise. Nevertheless, some understanding must have taken place between the two men, for there was cooperation, and following events include an argument that lasted for years, in Congress and out, over whether or not we should grant independence.

The American traditions of freedom, equality and democracy are what we stand for, and these same qualities we wished to instill in our Philippine neighbors.

McKinley's decision on the Philippines was to take the islands, educate the Filipinos, and help them attain a higher level of civilization.

The Americans have done much toward making the Filipinos able to make a better living and become a real nation.

Our men have sacrificed their lives trying to help the Christian peoples and the barbarian tribes in the mountains with their roads, their farming, and their sanitation. Head-hunting was conducted as a sport as well as for waging inter-tribal war, and as a part of courtship, until our American soldiers and teachers showed them how to play baseball, a sport which has settled many a dispute and made games more worth while. The Americans have taught the tribes to cultivate rice in such a way as to save time, energy and money.

Even while fighting was going on between Americans and Filipinos, they were making strong strides toward organizing and maintaining a civil government that one day could be completely Filipino. Self-government for the Philippines was the objective of the Americans. Gradually the military government was replaced with a civil government, and civilian officials began taking over the administration of the islands, with the exception of the wild Moro provinces of the south, which a military government controlled until 1914. By now American good faith was recognized. The Philippine Assembly was established, its members elected by the Filipinos, to serve as a lower house of the legislature, roughly equivalent to the American House of Representatives. For a Senate the Philippine Commission served with its members appointed by Washington. At first the Commission was definitely American. The Wilson administration's first act in regard to the Islands was to give the Filipinos a majority on the Commission, or upper house, thus giving them control of both branches of the Legislature. Filipinos filled seventy-two per cent of the government positions. Then in 1916, Congress passed the Jones Law, which set up a Senate and House of Representatives for the Philippines, doing away with the old Commission altogether. This form continued until 1935. In their partnership with the United States the Filipinos had achieved complete self-government with independence scheduled for 1946.

Soon after the American occupation, soldiers became teachers. There were very few schools but all facilities available were used. Education was for all, adults as well as children. Only through a common understanding can a people achieve unity of a nation. This was accomplished by using English as the uniform language.

Experiments were tried in the various parts of the Islands and a course of study was set up even though it was primary in nature. Money was very scarce and it was a common thing to have volunteers putting up buildings, doing all the work for the village.

The University of the Philippines was founded as well as many other professional schools.

One of our greatest accomplishments in the Philippine Islands is the teaching of rules of health both in and outside of the schools. From the early start Americans have ventured into the interior of the Islands trying to educate the tribes with health. All the ills of the tropics were found among them, and many Americans lost their lives trying to help the Filipinos. From the very beginning we did all we could to combat these diseases. Vaccination was made compulsory. The drinking of boiled water was taught as a preventative measure. Through newspapers, handbills, and the Bureau of Education, rules were published which were taken home to the parents through the medium of the child.

By instilling ideas of production, industry, and agriculture throughout the Islands, our exports and imports with them have increased a great deal.

Americans inspired the building of roadways linking together distant parts of the Islands, and showed the people how to build them.

Filipinos and Americans have worked together opening up mines, developing new industries, introducing new changes in old industries, so that the Filipino standard is raised or even doubled.

The Americans have given the Filipinos their own ideas on human progress, political achievements, and their own ideals.

Progress has been achieved not by the Filipinos alone, nor by the Americans alone, but by the joint efforts and close cooperation of both peoples working unitedly together. There have been many controversies, but these have never prevented the steady progress of the two peoples.

In 1934 a program was agreed to for definite independence at the end of a ten-year term. From February 1937 to 1939 Mr. Paul McNutt, High Commissioner, was sent by the President of the United States to help them prepare for independence in 1946. All the ideas of rulers have been forsaken for the single thought of absolute freedom for them.

This is unique, in that no two peoples have worked together before, for the kind of ideals that make men free.

APPENDIX I

MY PERSONAL IMPRESSIONS

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MY PERSONAL IMPRESSIONS

After I had spent eight months in New Guinea an order came through that there were to be about one hundred Wacs moving North. Yes, it was the day, a lucky one, I was to be one of the fortunate ones to sail for Manila.

Two weeks on a refrigerator ship, living in congested quarters, rations very poor and scarce, finally we sailed into the Pasig River, having reached our destination.

We were herded like cattle into a large truck. The ruins of the city were the first things we saw. Debris was scattered all around. Half-naked children yelling "Hello, Joe" and holding their fingers in V for Victory, were the first signs of home, our first contact with our own. These were children who spoke our own language. We didn't realize that Joe was the name for everyone in uniform.

Then we came to Far Eastern University. What a sight to behold! A school of learning similar to ours: beautiful pillars across the front of the building three stories high, which reminded me immediately of many structures in our country. Entering I was amazed to see the building in such good condition; but climbing many stairs, I arrived on the third floor, room 309, a number which I shall always remember; it was to be my home for quite some time.

The Filipinos were most helpful in making the bare room a livable haven. They helped to set up our cots and make a bookcase which I used as a dresser. Yes, they did everything they possibly could do to make us comfortable saying they were grateful for all we Americans had done for

them. I tried to give one little Filipino boy some money, but he said that he was happy to help and didn't want any. This same attitude I found wherever I went, in the stores, in the market place, and even at the hair-dresser's.

Trying to find someone to decorate a hat which I purchased in the Chinese Market, I ran into Mr. Alberto Galang, who was Superintendent of Base X paint shop. Previously he had been an Industrial Arts teacher in the Philippine Schools. He painted a lovely picture on my hat, and kindly invited me to visit his home and meet his wife and child. He talked about them in such a delightful way that I was very anxious to meet them. We made arrangements to go after work the following day. When I found that I was going in a truck with thirty Filipinos, my heart was in my mouth, but I found each one as courteous as he could be. We talked together, and they pointed out many interesting places along the way.

At his home I found a relative who took care of the house, while he was at work and his wife was teaching. Before many minutes, the room was filled with relatives and friends, young and old. I was a bit embarrassed with the way I was being inspected, but I was told that I was the first Wac to visit that neighborhood.

When Mrs. Galang arrived she was surprised to find a house full of people, as her husband had purposely kept my visit a secret from her. We spent a very pleasant evening together as we were all teachers and had a common understanding. I was served eggs with bread, which was most delicious, with a Filipino dish which was very tasty. I was surprised to find in this family gathering a lawyer, a doctor, and another teacher. They showered me with useful gifts such as linen handkerchiefs, textbooks, and

an embroidered bridge set. They said that it was a Filipino custom never to let an American leave a home without souvenirs. Three hours flew by quickly. I had a merry ride home with the Galangs in a carratela which proved to be most bumpy but, oh! so much fun! Before I said good-night at my Wac gate, they asked me to be sure and write to them a thing which I have done frequently, ever since. Following I am quoting from letters which I have received:

Nov. 30, 1945

"We have electric light and radio now. You can just imagine how the boys keep it busy at full blast the whole day. I won't wonder if my ear-drums burst one of these days. Things are returning to normalcy. Inside the house, you can almost forget the ruin, the havoc, and the devastation wrought by war. Our friends of the other sphere are gradually bannishing. It would be a long time before the ring of their merry laughter would die in our hearts. The sight of the ruins of buildings and ideals they helped us build and helped and strive to save makes their departure, your departure, doubly painful. I cannot forget the day we met. Some children came to me saying "Maam, there is a Wac at your home. Mr. Galang wants you to come home right away." A Wac, I never had a Wac visitor before. How shall I entertain her? I had G.I. but never yet a Wac. And when I came I found you so natural, so sweet, just like any other girl of my country. I forgot what I have practiced I would say and you know the rest. We found a common topic - teaching. I wish I have known you sooner. It is really very nice knowing you. It has changed my impression of the American girls. Your country could not have sent a better representative or ambassador of good will."

Feb. 6, 1946

"I can't describe to you the feeling that crept on me upon reading your letter, for I thought that you'll be like the rest of my American friends, promising to write and seem to have forgotten. It was really nice of you to write to us. We are deeply grateful to know that there is a place in your heart and time to think of us once in a while. You are wonderful.

There are not many Americans here now and those who are left are always clamoring to go home. To us life is returning to its old pattern. When most of you were here it is like a party. You fill the air with your gaiety, your love of life, and the American way of living. Now it seems like the day after a party.

A Filipino really considers it a pride that he could be of some service to any of you."

Corinne and Alberto
(Mr. and Mrs. Galang)

6 February 1946

"Finishing my high school course about to graduate by April I guess. See I am working now in this outfit from four o'clock in the afternoon up to twelve midnight and go to school early in the morning. I grabbed the opportunity to find a job while studying as you have seen."

Jessie Galang
(Brother of Alberto)

Wherever I went among Filipinos, I found courtesy toward each other, gratitude, and admiration for the Americans. Our treatment of these people, the work we have done among them and the honor we have maintained in keeping our pledged word, have paid dividends in friendship and have set an example which other nations are finding difficulty in following.

APPENDIX II

SOCIAL STUDIES UNIT

APPENDIX II

SOCIAL STUDIES UNIT

Grade III - Amherst, Mass.

Our Good Neighbor - The Philippines

General Objectives

1. Aesthetic

- a. To develop appreciation for music, poetry, art, and literature.

2. Social

- a. To develop cooperation and respect for others in the group.
- b. To give each child a definite feeling of success.
- c. To develop cheerfulness in working with others.
- d. To develop leadership.

3. Physical

- a. To give each child enjoyment in helping with the construction of hut, the market place, and other handicraft.
- b. To develop ability to exercise motor control.

4. Emotional

- a. Develop a joy in work.
- b. To gain self-control.

5. Intellectual

- a. To develop the love for reading as a means of finding all the information one will need to increase one's enjoyment of another people.

Teacher's Aim

1. The teaching of certain correlated facts in such a way as to give the children an understanding of the Philippine Islands and our relation to them.
 - a. The Philippines and America are connected by economic conditions.
 - b. The Philippines have food and other products which we wish.
 - c. Hot, dry and cold weather affect the mode of living.
 - d. Filipino richness in resources have added to a higher standard of living for them and us.
 - e. The Philippines excel in wood-carving, and certain other fine arts.
 - f. Filipinos love the United States because of good treatment they have received and the education we have given them in our attempt to apply democracy to their problems.
2. Attitudes and Appreciations.
 - a. To help each child understand why he is doing his particular task and what the result will be.
 - b. To give each child enjoyment in helping with the construction of the various articles used in the activities.
 - c. To help each child to appreciate the value of materials.
 - d. To instill admiration for work well done, and good will in the child.

- e. To give each child a definite feeling of success in his own work.

3. Particular Abilities and Skills.

a. Social

- 1. Ability to work harmoniously in groups.
- 2. Ability to share with one another.
- 3. Ability to receive criticism.
- 4. Ability to take responsibility.

b. Physical

- 1. Improvement in handling and using tools.
- 2. Developing a better rhythmic sense through dancing.

c. Intellectual - To increase skill in reading.

- 1. Improvement in expression through oral reports, stories, poems, and descriptions.

- a. Reading (oral and silent) in search for a definite body of related material.

- b. Through book reports from the library corner, the reading charts which they make, the booklets of their own making, their fluency in reading will be improved.

- c. Vocabulary building.

2. Arithmetic

- a. Counting.
- b. Counting stamp and milk money, figuring on board the amounts.

- c. Problems made up by teacher involving money.
- d. Centavo, peso, (Filipino money), comparing with penny, nickel, dime, quarter, half-dollar, dollar.
- e. Time.
- f. Distance miles.
- g. Linear measure - inch, foot, yard, mile.
- h. Dry and liquid - cup and quart.
- i. Fractions - $1/4$, $1/2$, $1/3$.
- j. Four processes - addition, subtraction, multiplication, and division problems.

3. Art

- a. Coloring.
- b. Clay modeling.
- c. Weaving.
- d. Painting.
- e. Cutting.

4. Spelling

- a. New vocabulary from charts.

5. Language

- a. Letter-writing.
- b. Capitalization.
- c. Poems (original).

d. Stories (original).

e. Riddles.

f. Puzzles.

g. Acrostics.

6. Manual Arts

a. Construction of: Nipa hut, market place, flag, library corner; using hammer, saw and nails.

7. Music

a. Original.

b. Learning quarter and half notes.

c. New songs of Philippines.

8. Verse Structure

a. Rhyme words.

b. Original verses and words for a song.

9. Writing

a. Formation of letters.

b. Stories - stressing spacing.

Pupil's Objectives

"What We Would Like to Know about the Philippines."

(This is on a big piece of construction paper and as each question was answered, the date was placed after the question.)

1. What language do we speak? Jan. 16, 1946

2. Where are we going to live? Feb. 26, 1946

3. What will we wear? March 5, 1946

4. Do we eat the same food? Jan. 31, 1946

5. Are their homes like ours? Jan. 29, 1946

6. Are we going to school while there? Mar. 26, 1946
7. What kind of money will we use? Jan. 31, 1946
8. Is the climate like ours? Feb. 14, 1946
9. Do they have stores? Feb. 25, 1946
10. Do they sell jewelry? Mar. 5, 1946
11. Do they go fishing? Mar. 5, 1946
12. Do they write with ink at school? Mar. 22, 1946
13. What do they learn in school? Mar. 22, 1946
14. How many islands are there? Mar. 4, 1946
15. Are there many insects and animals? Mar. 15, 1946
16. Do they have many statues left? Mar. 14, 1946
17. Do they play sports? Jan. 29, 1946
18. Do they have swamps? Mar. 18, 1946
19. Do they play with toys? Mar. 18, 1946
20. Do they wear shoes? Mar. 18, 1946
21. Will they know our language? Mar. 25, 1946
22. How do they make boats? Mar. 18, 1946
23. Do they have motion pictures? Mar. 27, 1946
24. Do they have airports? Mar. 25, 1946
25. Do they fly kites? Mar. 25, 1946
26. Are there any lighthouses on the islands? Mar. 12, 1946
27. Do they have hurricanes? Mar. 25, 1946
28. Does it rain often? Jan. 28, 1946
29. Do many catch malaria? Mar. 13, 1946
30. How long are the islands? Mar. 26, 1946
31. Do they have railroads? Mar. 26, 1946
32. Do they plant seeds? Mar. 26, 1946

Approach

1. Children in the room were interested in the teacher having been in the Armed Forces. Many of the children had relatives who had been in the Philippines. Questions by the children and many articles I brought from overseas accounted for the outcome of this project.
2. One afternoon a child brought in a post-card his dad had received from a G. I. in the Philippines.
3. "Let's take a trip to the Philippines," exclaimed the children.
4. "May we fly?" asked one.
5. "May we go by boat?" asked another.

Planning

1. Foundation for Nipa hut prepared outside.
 - a. Construction of Nipa hut.
 - b. Sides.
 - c. Windows.
 - d. Roof.
2. Market place.
3. Library corner.
4. Frieze.
5. Book.
6. Display table.
7. Bulletin board.
8. Flag.
9. Palm trees.

Materials

1. Nipa hut

a. Foundation

Four 2 x 4's 8'

Six 2 x 4's 6'

b. Construction

1. Laths measured six inches apart - attached to frame-work with string.

c. Materials.

1. String.
2. Laths.
3. Four bales of hay for thatching.

2. Market place.

- a. Six orange crates.
- b. Nails.
- c. Brown paper for a roof to protect from sun.
- d. Laths.

3. Library.

- a. Three orange crates.
- b. Oak tag - for file cards.

4. Frieze.

- a. Brown construction paper.
- b. Crayons.
- c. Scissors.
- d. Paste.

5. Book.

- a. Construction paper.

- b. Scissors.
- c. Paste.
- 6. Display table.
 - a. Shield and spears (loaned by Dr. Fraker).
 - b. Table cover (loaned by Mrs. Otto)
 - c. Souvenirs brought by teacher from the Philippines.
- 7. Bulletin board.
 - a. Clippings, pictures.
- 8. Flag.
 - a. Standard - odd pieces of wood.
 - b. Pole - 2 pointers.
 - c. Cloth - old sheet.
 - d. Paint - easel colors, blue-red.
 - e. Thumb tacks - to hold flag.
- 9. Palm trees.
 - a. Trunks - corrugated cardboard.
 - b. Leaves - crepe paper.
 - c. Wire.

Pupil Activity.

- 1. Putting foundation together.
- 2. Measuring laths for sides.
- 3. Tying the laths to foundation.
- 4. Putting materials together for Nipa hut.
 - a. Thatching.
 - b. Tying.
- 5. Drawing pictures of way to travel.
- 6. Constructing market place.

- a. Measuring paper for roof.
- b. Measuring paper for shelves.
- 7. Drawing Philippine scenes on paper plates for room ornaments.
- 8. Weaving mats.
- 9. Modeling dishes.
- 10. Making Filipino flag.
 - a. Measuring dimensions from our own flag.
- 11. Constructing frieze - weaving hat - drawing free-hand jug,
free-hand knife (machete).
- 12. Playing Filipino games.
- 13. Singing Filipino songs.
- 14. Decorating bulletin board.
- 15. Making book.
 - a. Table of contents.
 - b. Copyright.
 - c. Illustrations with captions.
 - d. Tests (by teacher).
- 16. Free-hand sketches of individuals in Filipino costumes.
- 17. Collecting library.
 - a. Making file cards.
- 18. Drawing scenes.
- 19. Learning tango, waltz, and rhumba.
- 20. Making a program.
- 21. Composing a play.
- 22. Making a Filipino health man.
- 23. Constructing palm trees.
- 24. Presented the complete program seven times to a full house.

Evaluation

1. Teacher's evaluation of the group.

- a. Were the children enthusiastic while the activity was taking place?
- b. Was learning taking place?
- c. Were the subjects correlated throughout the unit?
- d. Was sharing shown throughout the unit?
- e. Was confidence gained throughout the unit?
- f. Were the slow children having just as active a part as the brighter ones?

2. Teacher's check of individuals.

Below a record kept over a period of two months.

Excellent O										
Fair X										
No im- prove- ment	Shows initiative	Shows self- control	Aware of taking responsibility	Finishes work	Interest in reading	Ability to take criticism	Willingness	Neatness and order	Courtesy toward others	Cooperation at all times

Pupils (Filipino names have been assigned)

Alberto	O	X	O	O	O	X	O	O	O	O
Jose	O	O	O	O	O	O	O	X	O	O
Juan	O	X	O	X	O	X	O	O	O	O
Manus	O	O	O	X	O	O	O	X	O	O
Pablo	O	X	X	X	O	O	O	O	O	O
Pedro	O	O	O	O	O	O	O	O	O	O
Ramon	O	X	O	X	O	O	O	X	O	O
Corinne	O	X	O	X	O	O	O	X	O	O
Juana	X	O	O	O	O	O	O	X	O	O
Margarita	O	O	X	O	O	O	O	O	O	O
Maria	O	O	O	O	O	O	O	O	O	O
Nina	O	O	X	O	O	O	O	O	O	O
Nora	X	X	X	X	O	X	X	X	X	O
Paz	O	O	O	O	O	O	O	X	O	O
Pila	X	O	X	X	O	O	O	O	O	O
Selina	X	O	O	O	O	O	O	O	O	O
Tessie	O	O	O	X	O	O	O	O	O	O

Anecdotal Record.

<u>Incident</u>	<u>Comments</u>
Behavior and participation in an event	
2-4-46 Nora brought in a newspaper clipping about the Philippines.	Nora has been a little restless and seemed uninterested in the new bulletin board. I had asked her to take charge of keeping the board in an orderly fashion.
2-13-46 Nora came early to school and offered to dust.	Nora was eager to keep the room neat and wished to help with the other girls.
3-4-46 Nora's paper was chosen to be put on the bulletin board.	Nora did neater papers as she wished more to be put up. She wished the praise of her playmates which she heartily received.

Contributions to our Philippine Unit.

- 1-21-46 Corinne, Pedro, Margarita, Maria, Nina, and Nora brought in dolls to sell in the market place.
- 1-23-46 Pedro brought in a Bible book about the Philippines.
- 1-23-46 Alberto read an article from Time Magazine - "Osmena's Wife".
- 1-24-46 Maria brought in a doll for market place.
- 1-25-46 Nina was given some bark shampoo which came from the Philippines.
- 1-28-46 Corinne let us use her electric recorder for dancing.
- Corinne brought in Philippine stamps.
- Pablo contributed a book which had homes made like Nipa huts.
- Margarita furnished materials for making mats.
- Nina read a clipping about supply of copra in the Philippines.
- 1-29-46 Pila brought in a clipping about track and baseball in the Philippines.
- 2-4-46 Manus brought in a geographic map of the Philippines, also the magazine.
- 2-5-46 Manus read article to the class from New York Times - "Head Hunters of Luzon".
- 2-11-46 Selina brought in article from "Times" about G.I. morale in Philippines.
- 2-26-46 Tessie brought in a picture of a caribou which she found in the funnies; resembled the carabao.
- 3-1-46 Dr. Fraker told his experiences to the children and showed them pictures.

- 3-4-46 Mrs. Otto sent a purse and shoes for our exhibition.
- 3-8-46 Ramon brought in a clipping about the "Plan U. S. Hero Honors".
- 3-20-46 Maestra Yoffa brought in snapshots she had received from her Philippine friends.
- 3-28-46 Dr. Fraker brought in spears and a shield which the mountain tribes used, for the exhibition.
- 4-1-46 Mrs. Otto sent a bridge cloth for our exhibit.
- 4-2-46 Miss Bussell loaned us a pair of carved shoes which she had received from the Philippines.
- 4-3-46 Miss Potter loaned us a pair of carved shoes which she had received from the Philippines.

About three hundred people visited our exhibit on the Philippines.

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with this unit.

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Program

1. Welcome to the Philippines.

Pedro - Charge of program.

2. How we traveled and explanation of Chart on What We Would Like to Know about Philippines.

Tessie

3. Explanation - The Nipa hut.

Pablo

4. Nipa hut song (made by class).

5. Acrostic - Philippines (made by class).

11 children

6. Tango (Dream) - Class.

7. Play - Adventures of Tessie and Manus in the Philippines.

(Made by class).

8. Carabao Song (made by Corinne) - Class.

9. Waltz - Blue Danube - Class.

10. Our Library - as told by Nina.

11. Tango-de-la Rosas - Class.

12. Comments by Juana.

ACROSTIC

Papayas are fruits which the Filipinos eat.

Hemp is used in making strong rope and it is taken from the abaca plant.

In the Philippines you find many types of people.

Loomis - loomis is a seed strung on wire which is made into baskets.

It is warm all year round in the Philippines.

Peanuts are grown in the Philippines.

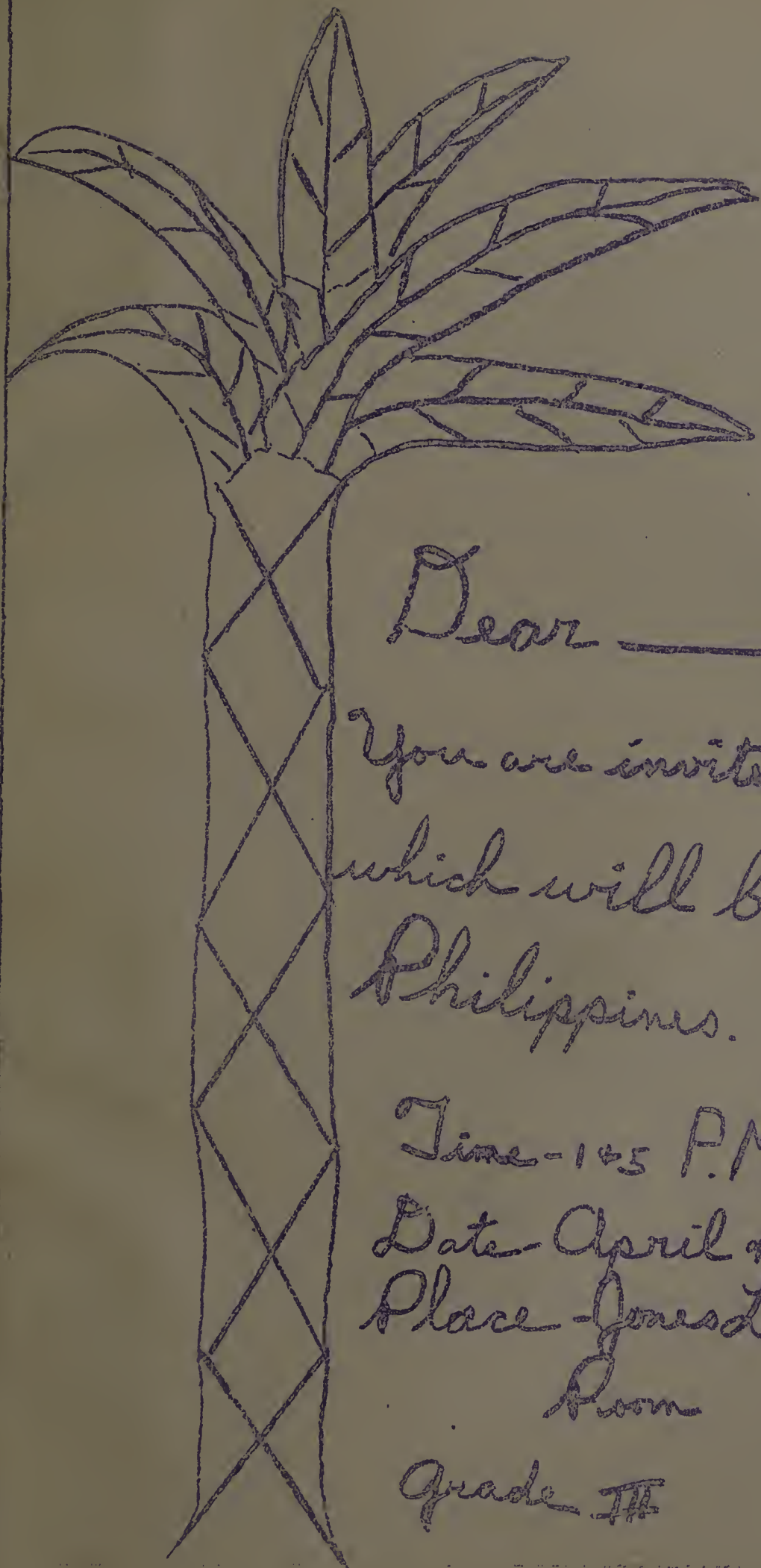
Palm trees give coconuts which are valuable for their oil, meat and milk.

Important crops such as rice, oats, and other grains are grown in the Philippines.

Nipa huts are what some Filipinos live in.

Earthquakes often happen in the Philippines.

Shoes with carved soles and woven tops are made by the mountain peoples for American tourists.



Dear _____,

You are invited to a program
which will be about the
Philippines.

Time - 1:45 P.M.

Date - April 9, 1946

Place - Jones Library - Voting
Room

Grade III

Allen P. ...

Dear _____
You are invited

to a program
which will be
about the

Philippines.

Time - 1:45 P.M.
Date - April 9, 1946
Place - Jones Library
Noting Room
Grade III

medic

- 86 -
Adventures of Tessie and Manus in the Philippines

First Scene

Home of Tessie and Manus

Early in the morning

Mother: (happily) Children, it is time to get up.

Children: (sleepily) Oh! To-day is the day we start school.
We are so excited!

Father: (sternly) Manus and Tessie you must not
loiter this morning because I'm going to
have Fanny (the carabao) take you to school.

Mother: (pleasantly) Breakfast is ready.

Children: (excitedly) Rice and fish, mmm m m
It is delicious.

Manus: I always did like coconut milk?
(Mother is packing lunch - puts chicken and rice
into a bowl in lunch box, with a chie, banana
and sugar cane sticks)

Children: (Talking with each other) Wonder what our
American teacher is like. Will she look like
us, talk as we do, etc.,

2nd Scene

At School

Children: Maganda umago po, Maestra.
(Tagalog) Good morning Teacher.

Teacher: My name is I am your
new teacher. I've come from across
the ocean to teach you. There are
many interesting stories I have to tell you.

Children: I'm sure we will learn a
great deal about children in your
land.

Teacher: Let us salute our flag.

Song - Philippines.

Teacher: Teaching this and that.

Game - Hawks and Chickens

Arithmetic lesson - explain money.

Recess -

Story:

3d Scene.

Market Place.

Father (notices Tessie and Manus coming) Here they come,
Mother.

Children: My we like our new teacher. She told
us how important it was to boil our water
to keep away germs and how important it was to
keep our bodies clean.

Father: Buys Tessie and Manus shoes.
(In the meantime Carabas has had bath)

At Home

Last Scene.

Mother: What a busy day we have had.

Children: I wish we could go to school all the time.

Father: Getting late. A good night story - then bed.

THE PHILIPPINE UNIT

THIRD GRADE - AMITY STREET SCHOOL

JANUARY THROUGH APRIL, 1946

PHOTOGRAPHS BY DONALD S. LACROIX













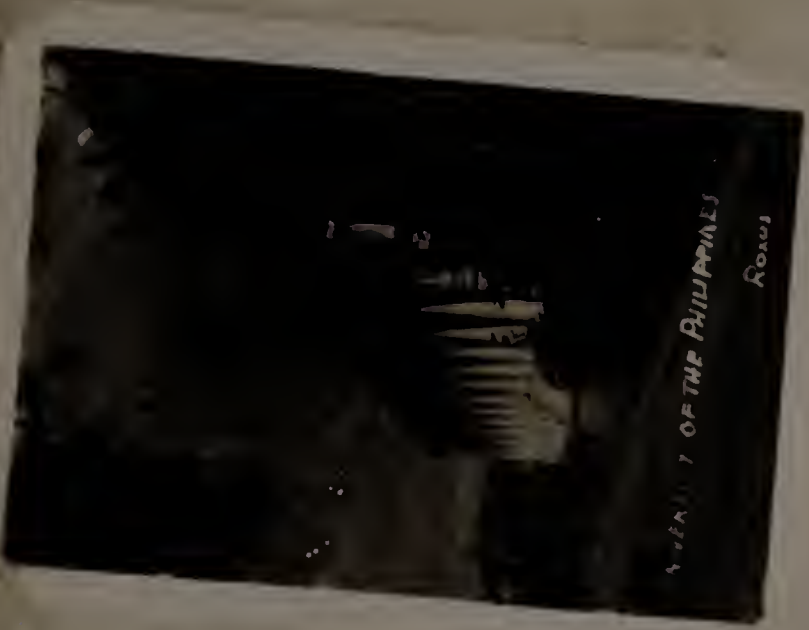
To dear Charlotte, 2-22-40

From Albert & Cora

The Galang Family



Mrs. Galang's Class



University of the Philippines

LeTran College





Quiapo Church



Pottery Market



Tropical Fruits



Fishing



Nipa Hut



Filipino Dance



Cock Fight



Manila Scenes





Rice Cultivation





Modern Transportation



Children at Play



The Market



Porter



The family goes to market.



Taxi, Pedro?



Washing Clothes

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